

R E P O R T R E S U M E S

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BUSINESS LETTER WRITING FOR "PRACTICAL BUSINESS CORRESPONDENCE FOR COLLEGES," THIRD EDITION, ROBERTSON AND WALKER, SOUTHWESTERN PUBLISHING COMPANY, 1966, INSTRUCTOR'S GUIDE.

LOUISIANA ST. VOCAT. CURRICULUM DEV. AND RES. CTR.

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DESCRIPTORS- *STUDY GUIDES, *TESTS, *ANSWER KEYS, *OFFICE OCCUPATIONS EDUCATION, BUSINESS CORRESPONDENCE, POST SECONDARY EDUCATION,

OBJECTIVES OF THE POST-SECONDARY COURSE ARE (1) TO HELP STUDENTS ANALYZE PROBLEMS AND THINK IN TERMS OF A FUNCTIONAL RATHER THAN A LITERARY APPROACH IN THE USE OF BUSINESS MESSAGES, (2) TO HUMANIZE WRITTEN MESSAGES THROUGH A NATURAL PSYCHOLOGICAL APPROACH, (3) TO CULTIVATE HABITS OF ACCURACY AND CORRECTNESS, (4) TO DEVELOP A WRITING STYLE FITTED TO THE PURPOSE OF THE MESSAGE AND ADAPTED TO THE READER. THE MATERIALS WERE DEVELOPED BY A COMMITTEE OF TEACHERS AT THE STATE LEVEL. THE GUIDE INCLUDES A PRETEST, 14 UNITS WITH ASSIGNMENTS AND INSTRUCTIONS FOR THE STUDENTS, STUDY GUIDE QUESTIONS, TESTS, AND TEACHER ANSWER SHEETS FOR STUDY GUIDE AND TEST QUESTIONS. EXAMPLES OF UNITS ARE HUMAN RELATIONS IN EFFECTIVE LETTERS, LETTERS THAT SECURE EMPLOYMENT, AND LETTERS THAT SELL. SUPPLEMENTARY REFERENCES ARE LISTED. THIS DOCUMENT IS AVAILABLE IN SINGLE COPY ONLY FOR \$2.00 FROM VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, P.O. BOX 657, NATCHITOCHE, LOUISIANA 71457. (PS)

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LOUISIANA STATE

TRADE AND VOCATIONAL - TECHNICAL SCHOOLS

BUSINESS LETTER WRITING

INSTRUCTOR'S GUIDE

VT003001

BUSINESS LETTER WRITING

FOR

**Practical Business Correspondence for Colleges,
Third Edition, Robertson and Walker,
Southwestern Publishing Company, 1966.**

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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INSTRUCTOR'S GUIDE

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**State Vocational-Technical and Trade Schools
of Louisiana**

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

WRITTEN COMMUNICATIONS FOR BUSINESS

COURSE OBJECTIVE: To establish the patterns for using the fundamental principles of effective written communications. This purpose can be achieved by helping the students accomplish the following objectives.*

1. View written business communication not as an isolated unit of learning, but as an almost universal activity requiring application of the learning and experience acquired in other areas of study and life.
2. Analyze problems and think in terms of a functional rather than a literary approach in the use of business messages.
3. Humanize written messages through a natural psychological approach based on essential facts and intelligent argument.
4. Cultivate habits of accuracy and correctness essential to confident solution and presentation of communication problems.
5. Develop a writing style fitted to the purpose of the message and adapted to the reader.

PROCEDURES: Pretest, present, practice, and test (if student fails the test, the cycle should be repeated).

1. Pretest (use is optional--teacher determines need for pretest) is a desirable step in the learning process to assure the student of his needs and to help evaluate student's net gain from the course. The Final Examination (Achievement Test 3) for PRACTICAL BUSINESS ENGLISH FOR COLLEGES may be used for the pretest in this course. (South-Western Publishing Company, book code number E269)
2. Present the basic principles of written communications as contained in Units 1, 2, and 3 and a few additional principles, which are placed in later units for specific letter-writing situations. The basic principles, though, once presented in

* Mary Robertson and Charles F. Walker, Practical Business Correspondence for Colleges, Teacher's Edition (Cincinnati: South-Western Publishing Company, 1966), page i.

Units 1, 2, and 3 are the primary scoring factors throughout the course; that is, the student's application of the basic principles of written communication will determine his grades. Each letter the student writes will have to adhere to the five tests of an effective letter.

3. Practice exercises for each unit will consist of Grammar Reviews (which are optional), Writing Readiness Practices, and Writing Assignments. Supplementary Readings, Supplementary References, and Supplementary Study Guide Questions will be provided in the student's handbook.
4. Tests will be provided for each unit to kindle initiative and regular study habits and to test students' grasp of the fundamentals and their development in letter planning and writing abilities.

COMMENTS: The key to solving most of the problems that students present in a written communications course lies in the initial presentation of the fundamental principles and the constant enforced use of these principles. To use these principles effectively, the student will be aided by an explanation of the psychological organization of words on paper. On page ii of the Teacher's Edition, the psychological approaches are outlined. A copy of this page is included as a supplementary sheet in the student handbook.

Beginning with the introduction of Unit 4 and each succeeding unit, briefly remind students that they are using the psychological patterns for different types of messages; for example, in Unit 4 remind them that some "asking" letters should follow the direct pattern, while others should follow the persuasive pattern; that some replies should follow the direct pattern, while others should follow the indirect pattern. See the attached copy of the "Gulf States Letter" and notice the questions that could be asked of the student. These questions are typed at the bottom of the letter. This letter is, of course, an "asking letter" and uses the "persuasive approach."

The purpose for each unit is detailed in the "Specific Comments on Writing Assignments," pages iv to xii in the Teacher's Edition. These purposes are placed at the beginning of each unit's work in the student handbook. Pages iv to xii in the Teacher's Edition will give the instructor easy answers to the Writing Assignments for each unit.

PRETEST

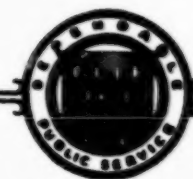
This pretest is somewhat similar to the pretest printed for EFFECTIVE COMMUNICATION IN BUSINESS, South-Western Code No. E498

Read the following sentences carefully. Mark a plus (+) in the space to the right of each true statement. If the statement or any part of it is wrong, mark a zero (0) in the space to the right of it.

Answers

1. Gentlemen is an appropriate salutation for a letter addressed to a company made up entirely of men, or of men and women. _____
2. The salutation Dear Mr. Folsom illustrates the modern trend to personalize business letters. _____
3. The modified block style of letter is the easiest to type. _____
4. The stenographer's initials should precede those of the dictator in the stenographic identification line. _____
5. When a company name is not used in the closing lines of a letter the name of the dictator or his official title is typed four spaces below the complimentary close. _____
6. The salutation of a business letter is followed by a comma except when open punctuation is used. _____
7. December 14th, 1960 is the correct form for the date line of a letter. _____
8. Thanking you in advance, I am is an appropriate closing for a letter. _____
9. As a general rule, a well-written letter does not need a postscript. _____
10. If an attention line is used in a letter, it should be typed two lines below the salutation. _____

GULF STATES UTILITIES COMPANY



LOCK DRAWER 2892 · LAKE CHARLES · LOUISIANA

Dear Customer:

We are checking records on our customers who use electric water heaters. This is being done so that our customers who use electric water heaters may benefit from the most economical rate in their homes.

Your cooperation in completing the information on the enclosed, self-addressed, postage paid card will assure that your billing is correct.

Sincerely,

E. G. Hodges
Sales Manager

Encl.

QUESTIONS FOR THE STUDENT:

1. What kind of letter (as identified in Unit 4) is this?

2. What approach is used? (Use supplementary sheet No. 1 to aid you in answering this question.)

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 1

CAPTURING ATTENTION THROUGH BUSINESS LETTER STYLING

Purpose. The purpose of this unit is to help you fix in your mind the details of the mechanical presentation of a letter so that correct and attractive layout will become almost automatic, allowing you more time to concentrate on the preparation of the written message, the creative part of the presentation.

Procedure. Complete the following reading and writing exercises.

1. Read page 1 of your textbook and examine the letter styles on pages 2-4. To help clarify the "names" of the letter styles, examine Supplementary Sheet No. 1 in this guide.
2. Read Parts 1 and 2, pages 5 through 8, then complete Grammar Review 1, pages 11 and 12. (The Appendix, pages 209-217, is a complete reference for "Basic Conventions of English Usage," and it should be a valuable aid for completion of the Grammar Reviews.)
3. Read Part 3, page 9. Before completing the exercise materials on pages 13-16 as directed in your textbook, answer the Study Guide Questions given below.
4. Complete the Writing Readiness Practice on pages 13 and 14.* (See the Supplementary References: EFFECTIVE COMMUNICATION IN BUSINESS.)
5. Complete the Writing Assignment--Group 1, pages 15 and 16.* Identify each letter in the upper right-hand corner of the paper (Letter A, Group 1, page 15, and your name).
6. Ask your instructor for Unit Test 1.*

Study Guide Questions. (Other questions are on the next page)

1. What parts of the letter styles illustrated on pages 2-4 are always blocked at the left margin?
2. What unusual spacing is used for the AMS Simplified Letter Style?

* Have this assignment graded and place score on your Grading Chart.

Study Guide Questions (continued)

3. Since the salutation "Dear Sir" is always singular, you should not use the salutation "_____." (See Supplementary References: EFFECTIVE COMMUNICATION IN BUSINESS, page 604.)
4. In the inside address of a letter, what should always be used with a person's name?
5. Some companies use the reverse side of an incoming letter as the copy paper for the carbon copy of the answer to the letter. To save filing space, what suggestion for preparing carbon copies is made on page 9 in your textbook?
6. What guideline notations are missing from the letter on page 14, Section C, of your textbook?
7. When you type Letter E, page 16, you are directed to omit the date and the inside address. What kind of letter is Letter E?
8. If your employer did not specify the letter style to use, what style would you use and why?
9. What is a standard aid to help you choose the degree of formality that your letter salutation will have? (See page 605 of EFFECTIVE COMMUNICATION IN BUSINESS.)
10. For general business purposes the most formal salutations are Sir and Madam. Since "modern communication prefers personal directness," what is the most popular form for the personal (singular) salutation? (Page 605 of EFFECTIVE COMMUNICATION IN BUSINESS)
11. Explain the meaning of the numbers used in a ZIP Code. Use your address--with ZIP Code--to illustrate the placement of the ZIP Code on an envelope. (Reference: GREGG TYPEWRITING FOR COLLEGES, Second Edition, pages 90, 93, and 99.)

Supplementary References.

1. EFFECTIVE COMMUNICATION IN BUSINESS, pages 31-39, 599-605, and 621-626.
2. WEBSTER'S SEVENTH NEW COLLEGIATE DICTIONARY (1965), "Forms of Addresses" on pages 1173-1176.
3. WRITING FOR BUSINESS, "Leaders...and Readers," pages 3 and 4.

UNIT TEST 1

Part A - Directions: Answer the following on a separate sheet of paper. (3 points each)

1. Explain the business letter in terms of the "why," the "what," and the "how."
2. What is the most widely used business letter style?
3. What style letter should be used for letters to prominent or important people?
4. The heading of a letter answers two questions for the recipient of the correspondence. What are the two questions?
5. The inside address of a letter can be called by two other names. What are they?
6. The following list identifies 8 parts of the business letter. Which one is not a "standard part" of the business letter?
Heading, Letter Address, Attention Line, Salutation, Body, Complimentary Close, Signature (including the typed name and title), Signature Identification, and Stenographic Reference.
7. In what way are the "guide lines" of a business letter useful?
8. What items may the guide lines of a business letter include?
9. What is an efficient way to handle the preparation of carbon copies to save filing space?
10. What style of envelope address does the "Postal Manual" recommend?

Part B - Directions: Use the following facts to prepare appropriate addresses, salutations, and complimentary closes for business letters. Use block style, open punctuation. Type your answers. (4 points each)

1. Francis H. McCall (physician), 5101 Madison Road, Cincinnati, Ohio 45227.
2. Robert A. Colpitts (Protestant minister with the degree of Doctor of Divinity), 1233 Broadway, Sacramento, California 95818.
3. Walter A. Readding (attorney-at-law), c/o Allen & Barnes (law offices), 209 Washington Street, Baltimore, Maryland 21201.

4. Cora Boyd, Registrar, Radcliffe College, Boston, Massachusetts 02215.
5. Alice and Kay's Dress Shop, 5700 W. Touhy Avenue, Chicago 60648.

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Inside address and guide lines.
2. Triple spacing after inside address and before body.
3. Dear Sirs.
4. A courtesy title.
5. If the letter consists of two pages use the back of the copy paper for the second page of the carbon copy.
6. An enclosure notation is indicated in the last paragraph, which states "questions on the enclosed card."
7. A form letter.
8. Possibly the most frequently used style, the modified block.
9. How well do you know the correspondent.
10. Dear Mr. (Miss or Mrs.) and the person's last name.
11. The first digit represents a large geographic area of the country (the national service area)--as many as seven states, or as few as two. The second and third digits, one of 552 sectional sorting centers (the service area subdivision), which eventually will do the out-of-town sorting done by today's 35,000 local post offices. These centers are located at key transportation points. The fourth and fifth digits are local delivery zone numbers (the postal delivery station of a large city or of a smaller post office).*

ANSWERS FOR TEST QUESTIONS

Part A - 3 points each

1. A business letter is a written communication for a specific purpose (the "why"), adapted to the reader so that the content (the "what") achieves the purpose of the letter, and presented (typing and quality of writing materials, (the "how") to favorably impress the recipient.

(other answers continued on page 2d)

* Alan C. Lloyd, "Zip Numbers, Typing, and Your Textbooks," Business Teacher, Volume 41 (November-December, 1963), page 30.

ANSWERS FOR TEST QUESTIONS (continued)

2. Modified block style.
3. Official style, sometimes called the formal style.
4. From what address and when.
5. Introductory and letter address.
6. Attention Line.
7. They show the dictator's special instructions to the secretary; as well, they frequently provide a valuable file reference.
8. They are the enclosure notation, carbon copy notation, and special mailing instructions.
9. Use the reverse side of the carbon copy for the second page of a two-page letter. Also, use the reverse side of the incoming letter for your file carbon copy.
10. Blocked style.

Part B - 4 points each

1. Dr. Francis H. McCall
5101 Madison Road
Cincinnati, Ohio 45227
or
Francis H. McCall, M.D.
Dear Dr. McCall and Sincerely yours
2. The Reverend Dr. Robert A. Colpitts
1233 Broadway Street
Sacramento, California 95818
or
The Reverend Robert A. Colpitts, D.D.
(The may be omitted)
My dear Sir - Dear Sir - Reverend Sir
My dear Dr. Colpitts or Dear Dr. Colpitts
Respectfully yours or Sincerely yours
3. Walter A. Redding, Esq.
c/o Allen and Barnes
209 Washington Street
Baltimore, Maryland 21201
or
Mr. Walter A. Redding, Attorney-at-Law
Dear Sir or My dear Sir
Very truly yours

ANSWERS FOR TEST QUESTIONS (continued)

4. Miss Cora Boyd, Registrar
Radcliffe College
Boston, Massachusetts 02215

Dear Madam or Dear Miss Boyd
Very truly yours or Sincerely yours

5. Alice and Kay's Dress Shop
5700 W. Touhy Avenue
Chicago, Illinois 60648

Mesdames or Ladies
Very truly yours

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 2

FIVE TESTS OF AN EFFECTIVE LETTER

Purpose. The purpose of this unit is to study the five tests of an effective letter and to provide you with exercises to help you realize that (1) putting effective thoughts down on paper first requires mental activity, (2) recognition of one's weaknesses in thinking and writing efforts is a first step toward improvement, (3) a person can see the faults in others' writing much more quickly than he can see his own, and (4) a favorably influential message usually requires the inexperienced correspondent, and many times the experienced, to write and rewrite.

Procedure. Complete the following reading and writing assignments.*

1. Read "Test 1--Is the Letter Attractive?" pages 17-18 in your textbook.
2. Read "Test 2--Is the Letter Complete?" pages 18-20. Examine the two letters illustrated on page 20. These letters were well planned. The lack of a plan can be the "greatest single threat to completeness." (See Supplementary References, Test 2.)
3. Read "Test 3--Is the Letter Concise?" pages 21-23 in your textbook. (See Supplementary References, Test 3.)
4. Read "Test 4--Is the Letter Clear?" pages 23-25 in your textbook. (See Supplementary References, Test 4.)
5. Read "Test 5--Is the Letter Courteous?" pages 25-26.
6. Complete Grammar Review 2 on pages 27-28; remember to refer to the Appendix, pages 209-217.
7. Complete the Study Guide Questions on page 4 of this guide.
8. Complete Writing Readiness Practice--Group 2, Sections A-D, pages 29-30. Have this material checked and graded before completing the Writing Assignments. Record your score on your Grading Chart.

* Before beginning the exercises for this unit, "Anyone Can Write Letters," pages 9-16, in WRITING FOR BUSINESS may be read.

Procedure (continued)

9. Complete Section A of Writing Assignments--Group 2A, and Section A of Group 2B, page 31. Omit Sections "B" on page 32. NOTE: You are reminded to PROOFREAD all assignments carefully. All assignments should be typewritten if a typewriter is available. Mailable copy is required.
10. Ask instructor for Unit Test 2.

Study Guide Questions. Write answers on a separate sheet of paper.

1. What serves as the "blueprint" for the successful writer of business communications?
2. When ordering books from a publisher, to insure completeness of your request, you should consult what?
3. What is the "completeness test"?
4. The two letters on page 20 illustrate an efficient way to handle an adjustment and a sale. Why did the company write two separate letters?
5. What obvious detail is omitted in the response quoted in the third paragraph, right-hand column on page 19?
6. Explain what the authors mean by "echo" words. Give at least two examples.
7. Name five positive points that can aid you to achieve conciseness.

Supplementary References.

1. Test 2 - "Planning the Message," EFFECTIVE COMMUNICATION IN BUSINESS, page 54.
2. Test 3 - "Make Your Words Work!" WRITING FOR BUSINESS, pages 111-113, and "The Passive Voice..." THE LIVELY ART OF WRITING, pages 109-110.
3. Test 4 - "Shirt-Sleeve English in One Easy Lesson," WRITING FOR BUSINESS, pages 115-116, and "Big Words and Small," and "The Solemn Vapors," THE LIVELY ART OF WRITING, pages 157-161.

NOTE: For the successful completion of the exercises, you will need to THINK: that is, analyze the problem--be sure that you know WHAT the problem is. Reference Reading: "The Headwork Before the Finger Work," pages 81 and 82 in WRITING FOR BUSINESS.

UNIT TEST 2

Part A - Directions: Answer the following questions.

1. Name the five tests of an effective letter and show your understanding of each by giving at least two questions that you might ask yourself for each of the five tests. (10 points)
2. Name five aids that contribute to clarity in a business letter. (5 pts.)
3. Letters should be well planned. State a satisfactory combination for planning a business letter. (5 points)

Part B - Directions: Rewrite each sentence. Use principles presented in unit 2. (Each counts 6 points.)

1. We are always glad to be of service to our customers even though we could not be of help to you this time we invite you to call upon us again if ever we can be of assistance to you.
2. Upon investigation we find that your failure to have your customer's order ready for him when he called was due to our inability to deliver the stock to you which we regret but will try to be more prompt another time.
3. Mr. Green our credit manager tells me that before we can release your order for shipment your credit standing will have to be determined definitely so won't you send us a financial statement immediately.
4. If there are other questions you may have about this subject after you have read this letter write us again and we will try and explain the matter more fully or when you are in town, call at our store and one of our salesmen will help you.
5. I am nineteen years old have graduated from high school have taken the commercial course and for the past two summers have worked in the office of our local department store.

ANSWER SHEET

ANSWERS FOR STUDY GUIDE QUESTIONS

1. The "five tests" of an effective letter, attractiveness, completeness, conciseness, clearness, and courteousness serve as the "blueprint" for the successful writer of business communications. (p. 17 of text)
2. The publisher's catalog or price list should be consulted and used to insure completeness of a book order.
3. The completeness test is a guide to help the letter writer to "see" the receiver and to remember that he is half the combination needed for real communication. Before beginning the actual writing, test for completeness of your thoughts by asking yourself the following questions: (This information from the bottom right-hand corner of p. 19.)
 1. Have I clearly in mind the response I wish to produce?
 2. Am I including all the information that the person may need or want?
4. Each letter should have a specific purpose; thus, the quotations were placed in a separate letter. As well, the two letters better facilitate the Georgia Decorating Service's placing of the new order.
5. The obvious detail omitted in the response quoted in the third paragraph, right-hand column on page 19, is the number of employees to receive pencils.
6. "Echo" words, as the author states on page 21, are a combination of words used where only one word is needed or perhaps two words with practically the same meaning. Examples are: over again for over; full and complete for full; open up for open; past experience for experience, etc.
7. Five points to aid the writer achieve conciseness are:
 1. Omit Unnecessary Words
 2. Omit Irrelevant Thoughts
 3. Omit Trite Expressions
 4. Make the Subject of Your Thought the Subject of Your Sentence.
 5. Use the Proper Voice (usually active voice in place of passive)

ANSWERS FOR TEST QUESTIONS

Part A (Question 1 10 points)

1. The five tests of an effective letter are: (see page 26)

Attractiveness--Is the letter "picture framed"? Is the margin reasonably even? If erasures are present are they visible?

Completeness--Does the writer have a clear picture of the receiver's needs and feelings? Does the writer have a clear picture of what he should say?

Clearness--Will the reader be "out of breath" by the time he reaches the end of any sentence? Will added punctuation marks help the "pace" of the letter and consequently clearness?

Conciseness--Are unnecessary words used in the letter? Do unnecessary or irrelevant ideas prove cluttering as well as confusing?

Courteousness--Does it use "we" or "you"? Does it make statements or ask questions?

2. The five aids that contribute to clarity in a business letter are: (5 points)

Variety in sentence length--not all short, not all long, not all simple, compound, complex, etc.

Careful choice and placement of modifier

Use everyday words

Use picture-making words: be specific

Punctuation

3. A satisfactory combination for planning a business letter is:

Consider the sender's wishes, his policies, his requirements, and his desire to please; and the receiver's needs, wants, and feelings. (5 points)

Part B (Suggested answers) (Each counts 6 points)

1. Although we could not be of greater service this time, we want you to feel free to call upon us whenever you believe we can be of service to you.

ANSWERS FOR TEST QUESTIONS (continued)

2. We assure you that we shall try to be more prompt in filling your future orders.
3. Please send us a financial statement immediately in order that we may approve your order now awaiting shipment.
4. After you have read this letter, should you still have a question, please call us.
5. I am nineteen years old. I am a high-school graduate having completed the commercial course. For the past two summers, I have worked in the general offices of the R. H. Black Department Store.

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 3

HUMAN RELATIONS IN EFFECTIVE LETTERS

Purpose. To require you to think carefully about human nature and its importance in influencing others through written communications. (Teacher's Edition, page v)

Procedure. Complete the following reading and writing assignments.*

1. Read the introduction to Unit 3 on page 33 in your textbook. (See Supplementary References, "An Index of Insults...")
2. Read Part 1, "Pitfalls to Avoid," pages 34-36 in your textbook.
3. Complete Grammar Review 3, pages 47 and 48 in your textbook.
4. Read Part 2, "Positive Steps to Take," pages 37-40 in your textbook. (Supplementary References: "The You-Attitude," "Consideration: The YOU-Attitude," and "First Steps Toward Style")
5. Complete the Writing Readiness Practice--Group 3, pages 49 and 50.
6. Answer the Study Guide Questions on pages 7 and 8 of this handbook.
7. Read Part 3, "Patterns for Action-Getting Letters," pages 41-44 of your textbook. (Supplementary References: "Don't Bait Your Hook...")
8. Study the persuasive messages shown on pages 44-46 and evaluate them in terms of the principles presented in this unit. You may consult Supplementary Sheet No. 3 for a concise outline of the "approaches."
9. Complete Writing Assignments--Group 3A, page 51, Sections A, B, and C.
10. Complete Group 3B, Section A, page 53. Follow directions on next page.

* "Consider the Reader," in WRITING FOR BUSINESS, pages 51-52, may be read before beginning this unit or at the first opportunity the reference book is available.

Procedure (continued)

- a. DO NOT write the letter for Letter-Writing Situation 1. Instead, show your plan for the letter. Use the "pattern for action-getting letters" and include specific details. For a concise outline of the persuasive letter, see Supplementary Sheet No. 3.
 - b. WRITE THE LETTER for Letter-Writing Situation 2 as directed on page 53.
11. Rewrite Letter 1 on page 54 of your textbook, but omit Letter 2. (Then, Letter 1 will count 50 points toward the total score of Group 3B.)
 12. Ask instructor for Unit Test 3.

Supplementary References. These readings used at student's discretion.

1. "An Index of Insults for Writers of Business Letters," WRITING FOR BUSINESS, pages 67-68.
2. "The You-Attitude: Is It Sound or Silly?" WRITING FOR BUSINESS, pages 58-63.
3. "Consideration: The YOU-Attitude," EFFECTIVE COMMUNICATION IN BUSINESS, pages 68-70.
4. "First Steps Toward Style," THE LIVELY ART OF WRITING, pages 68-78.
5. "Don't Bait Your Hook with Steak," WRITING FOR BUSINESS, pages 161-162.

Study Guide Questions. Write answers on a separate sheet of paper.

1. What can make the word "please" valueless in a business letter?
2. Rather than mere words on paper, what usually influences the reader to act favorably?
3. If you are positive that you are correct, how can you avoid being too blunt in telling a person "he is wrong"?
4. What is the purpose of Parts 1 and 2 of Unit 3?

Study Guide Questions (continued)

5. Identify a "goodwill-damaging" letter and tell what should be done with it.
6. When writing an "unfavorable response" letter, name one specific way that you can use empathy.

UNIT TEST 3

1. In addition to using the five tests of an effective letter, how else can the writer of a business letter be guided toward stimulating understanding, confidence, and acceptance of his letter by the reader? (5 pts.)
2. Name three common faults which defeat the purpose of many letters. (5 pts.)
3. Define "empathy" with two words. (5 pts.)
4. Identify the fault (or faults) of each of the following sentences and rewrite each sentence. (3 pts. each)
 - a. Your advertising program is not productive of the results we must have.
 - b. The money must be sent to me today, or I will see my lawyer.
 - c. I should like to take this opportunity to invite you to our social.
 - d. Trusting the material enclosed will answer all your questions, I am,
 - e. We cannot make any suggestion concerning the difficulty you are having with your camera because you failed to tell us the model.
5. Assume that the following letter has been set up attractively on standard letterhead paper. REWRITE the letter using the principles that you have studied in Units 1, 2, and 3. (20 pts.)

Mr. David Brown
Best Products Company
1230 Enterprise Road
Cincinnati, Ohio 45213

Dear Sir

Would you like to take advantage of a fabulous advertising opportunity?

We have selected you to participate, if you wish, in our Fiftieth Anniversary. We are planning a special sale to celebrate this momentous occasion. We want to give away several beautiful door prizes, so we are asking our major suppliers to donate some of their products.

UNIT TEST 3 (continued)

We believe that this will give our customers an opportunity to become better acquainted with some of your marvelous products, which will be advantageous for all of us.

We shall certainly appreciate your help.

Sincerely yours,

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Please in a stereotyped close is valueless because of possible sarcastic paragraphs which precede it. (See textbook, page 36)
2. The feeling (that the reader senses) behind the words. (This "feeling" is evidenced by the way we put our words together to focus attention on the reader and to show consideration for the importance of the reader.)
3. Use a few more words and by these words make allowance for the possibility that (despite your positiveness) you may yourself be wrong. Also, avoid telling a correspondent "he is wrong." To do this, indirectly and tactfully, politely ask a pertinent question to let the correspondent find out for himself that "he is wrong." (See page 35, left-hand column)
4. The purpose of Units 1, 2, and 3 may be stated in various ways. Here is an example: To enable the letter writer to present an attractive letter that transfers the desired thought and creates the right atmosphere for the acceptance of the thought. Also, all the principles presented in the three units must be welded together to produce an effective letter.
5. A "goodwill-damaging" letter would be any letter that includes one or more of the "pitfalls to avoid," or in some other way causes antagonism on the part of the reader. The "goodwill-damaging" letter should be delivered to the wastebasket. (See page 36)
6. The writer can show that he is using empathy (you-attitude) by including a pleasant, easily acceptable thought related to the overall letter subject. This thought would take the place of the sympathetic or "I'm sorry" facial expression and tone of voice we would use in face-to-face conversation. "We cannot always oblige, but we can always speak obligingly." (See page 37)

ANSWERS FOR TEST QUESTIONS

1. The writer of a business letter can be assured of stimulating understanding, confidence, and acceptance of his letter by being aware of the "pitfalls to avoid" and "positive measures to follow" when planning and composing his letter. (Page 33 of textbook) (5 pts.)
2. Three common faults which defeat the purpose of many letters, particularly persuasive ones are: (from page 43 of textbook) (5 pts.)

ANSWERS FOR TEST QUESTIONS (continued)

1. Assuming the reader understands technical talk.
2. Taking for granted the reader knows more about the subject than he does.
3. Failing to anticipate reader questions.

Alternate answer:

1. Using any of the pitfalls.
2. Lack of an effective plan.
3. Failing to meet any one of the five tests.

3. You-attitude. (Definition of empathy with two words-- page 37 of text) (5 pts.)
4. Identification of faults of each sentence: a. accusing-- negative; b. threat; c. weak opening; d. weak closing (obsolete); e. negative (3 pts. each)

Suggested revision of each sentence:

- a. What modification of the advertising program can you suggest to produce the more immediate results that we must have?
 - b. I would appreciate your sending me the money for this material today.
 - c. You are cordially invited to our social (may give date, time, etc.).
 - d. Please let us know if we may be of more help.
 - e. Please send us the model number of your camera.
5. This letter is identical to Letter 2, page 54 of the textbook. Suggestions for evaluating this letter are given on page v in the Teacher's Edition. The student's revision of the letter should follow closely the pattern for action-getting letters presented in Unit 3. Since the work is revising rather than creating, papers should be scored rigidly. (20 pts.)

COMMENTS: The letter shows a lack of consideration--has the we attitude. It is incomplete. It does not tell when, how much, etc. It does not answer many questions that the receiver will surely ask. Exaggeration is obvious as the words, fabulous, marvelous, momentous indicate fiction rather than specific facts. The closing is weak; it should include a specific request for the donation of door prizes. A bonus point may be given for changing the salutation from the formal "Dear Sir" to a more personal salutation of Dear Mr. Brown. A sample revision of the letter is on 8c. (This letter is worth 20 points. If it is typed, one-fourth of the grade could be based on the attractiveness of the letter.)

September 8, 19--

Mr. David Brown
Best Products Company
1230 Enterprise Road
Cincinnati, Ohio 45213

Dear Mr. Brown:

You are cordially invited to take part in our Fiftieth Anniversary Celebration Sale during the week of October 10-14. We want to celebrate the long and pleasant association that you and our customers have made possible.

To bring attention to those products that you are especially proud and those that experience has proved to us to be exceptionally fine values, we would like to offer to each customer the chance to win a valuable door prize. Would you be interested in donating one or two prizes, not to exceed \$25 each? We plan to give 10 door prizes.

All door prizes will be prominently displayed and the contributor will be identified. Special care will be taken to place each exhibit in the most appropriate location in the store. In addition to the store displays, space will be used in our newspaper ads to publicize this feature of the celebration.

Would you let us know by September 15 whether you will be able to contribute one or two door prizes? We should be glad to hear, also, any comments you care to make about these prizes.

Sincerely yours,

Name of Student

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Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 4

LETTERS THAT ASK, REPLY,
ORDER, ACKNOWLEDGE OR REMIT

Purpose. To stress the importance of freshness and individuality in letters that occur frequently in everyday correspondence. To illustrate that these letters should have warmth and be an instrument for building goodwill.

Procedure. Complete the following reading and writing exercises.

1. Read Part 1, pages 55-57, in your textbook. Review Supplementary Sheet No. 3. (Supplementary References: "An Easy Way to Plan...")
2. Complete Grammar Review 4, pages 63 and 64, in your textbook. Complete Study Guide Questions 1-5, page of this guide.
3. Write the letter for Letter-Writing Situation 1, page 67 of your text. Letter 1 will count for 50 points of the Total Score of Section A, p. 67.
4. Read Part 2, pages 57-59, in your textbook. (Supplementary References: "Mr. Blandings to the Contrary," "Letters Can Say No. . .," and "Form Systems," pages and books as indicated)
5. Answer Study Guide Questions 6-10, page 11 of this guide.
6. Complete Writing Readiness Practice--Group 4, pages 65-66. Be sure to follow the directions for Section B, page 65, in your textbook.
7. Write the letter for Letter-Writing Situation 1, page 68. This letter counts for all 50 points of Section B. (This letter should emphasize the sales and goodwill-building possibilities in complete, clear, courteous responses.)
8. Read Part 3, pages 59-60, in your textbook and complete letters 1 and 2 of Section A of Writing Assignments--Group 4B, page 69. (Reminder: Order letters require less attention-getting originality because of the fifty-fifty situation; thus, a direct opening indicating an offer to buy (Please send me, etc.). See Supplementary Sheet No. 3.

Procedure (Continued)

9. Read Part 4, pages 60-61 in your textbook and complete letters 3 and 4 on page 69. (Reminder: (1) order acknowledgements present excellent opportunities for keeping customers sold on the business, (2) the essential content of all order acknowledgements is the answer to the question uppermost in the customer's mind, "What about my order?" (3) The placement of the essential content depends upon whether the answer is positive or negative, (4) resale talk on the goods ordered and sometimes on the business helps to keep the customer pleased with his selection and the firm.) (Teacher's Edition, page vi)
10. Read Part 5, page 62 and complete letters 1 and 2 of Section B, page 70 in your textbook. (Reminder: Letter 1 illustrates another reason why a letter is necessary to accompany a remittance. The letter need not be long. Letter 2 illustrates that sending an acknowledgement of a remittance is sometimes a "must" rather than a matter of choice. Also, the writer should realize that when the customer is at fault future business with the firm may hinge on the manner in which the situation is handled. CHOOSE the correct letter-writing pattern for each.) PROOFREAD all your work. Have all material checked and graded.
11. Ask instructor for Unit Test 4.

Study Guide Questions. Answer these questions as directed in Procedure.

1. How should you determine whether to ask directly or persuasively?
2. Define the following words: (a) recipient, (b) remittance, (c) tabular, (d) inconsequential, (e) initiative, (f) anticipate, (g) subtle.
3. What information is lacking in the following letter?
"Will you please send me quickly the rates on your cabins and any literature, particularly with pictures of them, that you may have."
4. Even though this letter begins with "please," how does it violate the test of courtesy? "Please tell us what kind of television program you prefer. We need this information in planning a new series of programs on world events to be presented this fall."
5. Give three principles which straightforward letters should follow.

Study Guide Questions (continued)

6. What are two reasons that make letters that reply important?
7. Letters that reply can be grouped under three headings. Name them.
8. What should be the basic paragraphs of the favor-refusing reply.
9. What is a form letter and when can it be used? Bring a sample of a form letter to class if you receive one in the mail.
10. To promote sales and to build goodwill, what are three helpful guides for writing letters that reply?

Supplementary References.

1. "An Easy Way to Plan Your Letters," WRITING FOR BUSINESS, pp. 71-75.
2. "Mr. Blandings to the Contrary," WRITING FOR BUSINESS, pp. 151-152.
3. "Letters Can Say No....," WRITING FOR BUSINESS, pp. 86-89.
4. "Form Systems," EFFECTIVE COMMUNICATION IN BUSINESS, pp. 294-299.

UNIT TEST 4

Part A - Directions: Write your answer to each of the following questions. Each correct answer counts 5 points. (Total of 25)

1. What will help the writer of a business letter to estimate the receiver's reaction to the "ask-for-something" letter?
2. In letters that ask, when should the direct approach be used?
3. Give a one-sentence example of a courteous closing to an asking letter.
4. In favor-refusing replies, what presentation is used?
5. What are three guides for responding to asking letters?

Part B - Directions: Write a letter to cover the situation outlined below. The letter should be typewritten if you have access to a typewriter. Use the current date, make up an inside address, and use your name in the closing. (25 points)

Situation: Acknowledge an order for five articles. Use your preferences for the merchandise. Three of the articles are being shipped today. The fourth article has been sold out and will not be restocked; the fifth article is at present not in stock but can be promised for delivery in about two weeks.

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Use empathy--consider your reader. Think about the action you are seeking and the receiver's immediate reaction to your request. For example, if the request is an order for a subscription to a magazine, the advantages are mutual--both profit from the request. In this situation use a "direct approach."
2. Definition of each word is apparent to the instructor.
3. The letter fails to say when the cabins are desired, for how long, for how many persons.
4. The letter shows a lack of consideration for the reader.
5. Straightforward messages should follow these principles: (page 57 of text)
 - (1) Make the purpose clear early in the letter.
 - (2) Give all the information the reader must have to write a complete answer.
 - (3) Eliminate irrelevant, unnecessary details.
6. Reply letters provide the opportunity to increase sales and to build goodwill.
7. Letters that reply usually include: (1) sales promotion replies; (2) favor-granting replies; and (3) favor-refusing replies.
8. In favor-refusing replies the basic paragraphs should include: (1) a pleasant, reader-centered opening; (2) an explanation, the "why" which indicates to the reader that his request has been considered and that a justifiable decision has been made; (3) the once-over-lightly statement of the refusal; (4) the pleasant, positive close. (page 58)
9. Form letters are prepared in various ways in advance of the need. These letters are money-saving letters to handle recurring inquiries.
10. Three helpful guides: (1) Answer all asking letters promptly and courteously; (2) Be as helpful as possible by giving complete information even when it means doing more than the inquirer asked. Willingly doing more than one is asked to do is an almost sure method of creating goodwill; (3) Show an interested, gracious attitude. "No-help-at-all" replies can be pleasing in tone. (page 59 of textbook)

ANSWERS TO TEST QUESTIONS

Part A (Each correct answer counts 5 pts.; total 25 pts.)

1. Use empathy; that is, consider what the reader might say when he reads your request. Consider all the possible reactions, and you will be guided toward writing the effective letter.
2. When requesting something of the receiver of the letter (or asking the receiver to do something) that he can easily and quickly do or grant, or that he will have no strong objection to doing or granting, use the direct approach.
3. Examples of courteous closing to an asking letter:

I shall appreciate any help you can give me. (Not specific, but sometimes appropriate)

I shall appreciate your signing and returning the enclosed card.

We shall both appreciate your approval of this request.

We would (or should) appreciate hearing from you this week.
4. The INDIRECT presentation should be used in favor-refusing replies. (See page 58 of textbook)
5. Three guides for responding to asking letters are:
 1. Answer all asking letters promptly and courteously.
 2. Be as helpful as possible by giving complete information even when it means doing more than the inquirer asked. Willingly doing more than one is asked to do is an almost sure method of creating goodwill.
 3. Show an interested, gracious attitude. "No-help-at-all" replies can be pleasing in tone.

Part B (Suggestion given below is from page vi of Teacher's Edition.) (25 pts.)

Direct opening talk about the disposition of the order. The "thank-you" for the order may be a part of the opening, or it may serve as an appropriate closing. Since one sincere recognition and appreciation of the customer's decision to buy from the business is all that most people expect, avoid using thank-you in both opening and closing.

Tactful bid for future business. In all good-news acknowledgements, low-pressure sales talk--reference to specific merchandise or a sale--may indicate a service-plus attitude.

ANSWERS FOR TEST QUESTIONS (continued)

(From page 60 of the textbook: The acknowledgment should confirm the order in a specific way: by exact repetition of the merchandise requested, by order date, by purchase-order form number, or by invoice number.)

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 5

LETTERS THAT INVITE, ANNOUNCE,
OR EXPRESS APPRECIATION OR SYMPATHY

Purpose. To study and write letters that invite, announce, or express appreciation or sympathy. To stress that sincerity is demanded especially in letters that express appreciation and sympathy. To again remind the students that the combination for an effective letter--content, style, tone, and layout--must stay in sight of the writer to produce the effective message.

Procedure. Complete the following reading and writing exercises.*

1. Read Part 1 (Letters That Invite), pages 71-72 in your textbook.
2. Complete Grammar Review 5, pages 77-78 in your textbook, and write the letters for Situations 2 and 3, Section A, page 81.
3. Read Part 2 (Letters That Announce), pages 72-73 in your textbook. Pay particular attention to the three things that announcements (like invitations) should do.
4. Complete Writing Readiness Practice--Group 5, pages 79-80 in your text.
5. Complete Letter-Writing Situations 1 and 2, Section B, page 81 in your text.
Suggestions for Situation 1: The illustration in your textbook of a formal invitation on page 71 may be of some help in wording and arrangement. Indicate in inches the dimensions of your announcement.
Suggestions for Situation 2: Omit an inside address and use a salutation that would "fit" all recipients--or a general salutation could be omitted and an attention-getting caption could be used.
6. Read Part 3 (Letters That Express Appreciation), pages 73-74 in your text.
7. Complete one of the two letters in Group 5B, Section A, page 83. The one letter will count for the 50 points for Section A.

* "Letters You Don't Have to Write," page 64-65 and "Thanks..., Mr. Gowing," page 66 in WRITING FOR BUSINESS may be read before beginning this unit.

Procedure (continued)

Suggestions: Sincere thank-you letters, whether they are "may-write" or "must-write" messages, can do much to create and maintain pleasant relationships. For Letter 1, the argument could be advanced that the recipient of the citation is not obligated to say thanks; however, to write in any situation simply because one is obligated does not guarantee genuine feeling back of the thank-you. In this kind of situation thank-you letters are usually short, they can be so short as to sound ungrateful; while unnecessarily long thank-yous may wind up sounding insincere. For Letter 2, the situation is a must-write thank-you and can be an accept-thanks or a thanks-turndown. In situations of this kind, part of the writers purpose is to keep the donors thinking that they have chosen the right candidate. In other words, the tone of the message must be a suitable middleground, one between the extremes.

8. Read Part 4 (Letters That Express Sympathy and Condolence), pp. 74-76. Study the four points on page 74 that answer the question, "How do you write such letters?"
9. Complete Section B of Writing Assignment Group 5B, page 84 in your text. Suggestion: Whatever the content, the length (usually rather short), and the style of messages expressing sympathy and condolence, the all-important requisite is sincerity. (Note: See pages 4 and 5 of your textbook for a suggestion of the letter layout that may be used for this type of letter.)
10. Complete Study Guide Questions 1-6, following. Have all exercises checked and post scores to Progress Chart.
11. Ask the instructor for Unit Test 5.

Study Guide Questions. Answer the following questions on a separate sheet.

1. Define the following words: (a) amenities; (b) handbill; (c) exemplifies; (d) bereavement; (e) condolence.
2. What do you consider the most important characteristic of a letter which must express appreciation or sympathy?
3. What vital information should invitations contain?
4. In letters of appreciation the emphasis should be on whom and what?

Study Guide Questions (continued)

5. What is a key factor in writing a letter of appreciation?
6. In letters that express sympathy and condolence, what kind of language is essential?

UNIT TEST 5

1. Write a notice for use as a newspaper advertisement and a mailing piece to accompany the monthly charge account statements. This notice is to remind your customers that you have just moved to a new location. You may choose the type of business. (25 points)
2. Write a letter to thank an employer. Background information is the following: You were employed temporarily for three days to type some accounting statements during the first week of the month. It is now the 15th of the month and you would like to be paid for your work. You telephone your employer, and he says that he will mail your check. On the 18th you receive your check. Write a thank-you letter. As you write this letter you have in mind the possibility of future temporary assignments. Write the letter. (25 pts.)

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Define the following words:
 - a. amenities - qualities of being pleasant or agreeable.
 - b. bereavement - the loss of someone through death; being left destitute or forlorn.
 - c. condolence - expression of sympathy with another in grief (pity).
 - d. exemplifies - shows by examples
 - e. handbill - a small printed sheet to be distributed by hand.
2. The most important characteristic of a letter expressing appreciation and sympathy is SINCERITY.
3. Invitations should contain:
 - (1) They should invite.
 - (2) They should give time and place.
 - (3) They should tell why.
 - (4) They should carry sincerity and cordiality.
4. Emphasis should be on the receiver of the letter and the favor granted.
5. Write promptly.
6. Simple and natural language is essential.

ANSWERS FOR TEST QUESTIONS

1. The notice could contain material similar to the letter on page 75 of the textbook. An exact copy of that "Announcement" letter is given below. (25 pts.)

The body of the letter is:

After sixty-three years at 307 Asher Drive, we have moved to a new and larger location at 409 Asher, where we will be better able to serve you.

In our spacious new location you will have a larger selection of quality merchandise for which Lawson's have been well known these many years. You will find the same brands of sterling silver, watches, jewelry, and diamonds, plus additional famous lines.

Not only can you enjoy expanded brands of line merchandise but also you can rely on over 100 years of experience in the jewelry business.

This is your special invitation to visit us at 409 Asher. Please come in to see us soon.

ANSWERS FOR TEST QUESTIONS (continued)

2. This letter should directly thank the employer for the check and express enjoyment of working for him. The writer could mention that she would be glad to return.
(25 pts.)

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Business Letter Writing

UNIT 6

LETTERS THAT INTRODUCE, INQUIRE ABOUT, OR RECOMMEND INDIVIDUALS

Purpose. To further develop the study and application of the five tests of an effective letter and the use of effective human relations in written communications. To emphasize that in many favor-asking letters (usually considered part of business routine) the use of tact and the ability to be helpful puts the letter writer to the true test of his ability.

Procedure. Complete the following reading and writing assignments.

1. Read Part 1 (Letters That Introduce Individuals), page 85 in your text. (Supplemental References: "Introductions and Recommendations.")
2. Complete Grammar Review 6, page 89 and 90 in your text. Remember to refer to the Appendix in your text, page 212, for a complete guide on the use of adjectives and adverbs.
3. Complete Writing Assignments--Group 6A (4 letters), pages 93 and 94. Suggestion: These four letters of introduction should be direct with the tone and content suited to the situation. For example, the tone of Letter 1 should be more personal than that of Letters 1, 2, and 4. Remember, all the letters should meet the five tests of an effective letter. A simple plan for introductory letters is: (1) introduce and identify, (2) give reason for writing, (3) give information about the individual, and (4) express appreciation for any courtesies that may be given.
4. Read Part 2 (Letters That Request Recommendations), pages 86 and 87.
5. Complete Writing Readiness Practice, pages 91 and 92.
6. Write the letter for Situation 1 of Section A, page 95. This one letter will count for the 50 points of Section A. Before writing the letter make the following change in content: Assume that you are working as a bookkeeper, but you want to do secretarial work for which you were trained in school. Assume that the letter of recommendation that you are asking to be written will be addressed to a local bank for a secretarial position.
7. Read Part 3 (Letters That Present Recommendations) pages 87 and 88.

Procedure (continued)

8. Write the letter for Situation 1 of Section B, page 96. This one letter will count for the 50 points of Section B. For this situation assume that you are secretary to Mr. Hammermill, and he has asked you to write a favorable letter for Mr. Powers. Mr. Hammermill tells you that Mr. Powers displayed reasonable capabilities when he was employed with your company temporarily during the summer months. Prepare the letter for your employer's signature. Mr. Hammermill, your boss, is the publisher of the local newspaper.
9. Have all assignments graded and record scores on grading chart.
10. Ask the instructor for Unit Test 6.

Study Guide Questions. Answer the following Study Guide Questions on a separate sheet of paper.

1. How should the information which is exchanged in letters of recommendations be treated?
2. What are some facts that would make the employer who receives an applicant's letter of recommendation doubt the validity of the letter?
3. What points should be emphasized in letters of recommendation?

Supplementary References.

1. "Introductions and Recommendations," EFFECTIVE COMMUNICATION IN BUSINESS, pages 228-230.

UNIT TEST 6

1. Rewrite the following letter. A satisfactory solution counts 25 points. The body of the letter is the following:

The above-named individual has filed an application with us for clerical work and gives your name as reference. We would greatly appreciate any information you may be able to give us as to ability, personality, and character, or anything else you may care to add to enable us to evaluate this applicant. Please accept our thanks in advance, using the attached self-addressed, stamped envelope for your reply and rest assured that whatever you are able to tell us will be held in the strictest confidence.

2. Evaluate the following letter using the terms you have studied for letters of introduction. The body of the letter is: (25 points)

I am presenting my friend, Mr. Sam J. Brown, who has just moved to Cincinnati in order to be more centrally located in his territory as sales representative for the Hender Manufacturing Company.

I hope you may be able to introduce Mr. Brown to several of your business friends and also to make suggestions to help him and his family quickly feel at home in Cincinnati.

We surely regret losing this fine family from our community. Both Mr. Brown and I shall appreciate any courtesy that you may extend to help him and his family become a part of your community.

ANSWER SHEET

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Information exchanged in letters of recommendations should be treated confidentially.
2. Facts that might make a letter of recommendation lack validity are: (a) lack of completeness in answering questions, (b) vague information given, (c) excessive praise or flattery, and (d) obvious prejudice indicated by negative information.
3. The strong points of the applicant, of course, should be emphasized.

ANSWERS FOR TEST QUESTIONS (Suggested)

1. Student's revision of the letter should specify the kind of work, eliminate trite phrasing, wordiness, and machine-like tone. The direct approach should be used; the letter should show the courtesy of being specific, thus simplifying for the receiver his response. Further, in order to receive specific information that will be of greatest value, the inquirer should indicate that the appraisal will be kept in confidence. Sample letters are on pages 86 and 87 in the textbook. (25 pts.)
2. Evaluation of the letter should be similar to the following:

The introduction and identification of the person is given in a pleasant tone; the writer gives his reason for writing the letter of introduction (clearly stated in the second paragraph); and brief information about the individual being introduced and an expression of appreciation for any courtesies that may be shown the individual are given in the closing paragraph.
(25 pts.)

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 7

LETTERS THAT SECURE EMPLOYMENT

Purpose. To study the letters that secure employment, stressing the fact that such letters are, probably, the most important letters a student may ever write. To emphasize the necessity of careful preparation (sincere self-evaluation and prospective employer-evaluation) prior to writing the application letter and the importance of follow-up messages in a job campaign.

Procedure. Complete the following reading and writing exercises.*

1. Read Part 1 (Preparation for Writing an Effective Application), pages 97-99 in your textbook. (Supplementary References: "Preparing to Write an Application.")
2. Complete Grammar Review 7, pages 109-110 in your textbook.
3. Complete Writing Assignments--Group 7A, Section A through D, pages 113-114 in your textbook. Reminder: Section A of this group is your worksheet to help you evaluate what you have to offer the employer. Sections B and C give you practice in analyzing what kind of work you would like to do--indirectly helpful to you in answering questions during a job interview--so that you can write a forceful application letter. Section D gives you the opportunity to prepare your personal data sheet from the information that you have in Section A.
4. Read Part 2 (Writing Effective Applications), pages 99-101 in your text. In this study you are reminded again to use the psychological patterns; for example, (1) attract favorable attention; (2) arouse interest; (3) develop desire; (4) get favorable action--the job interview.
5. Complete Writing Readiness Practice, Group 7, pages 111-112.

* WRITING FOR BUSINESS, pages 211-251, has six articles to choose from; these may be read at any time during this unit.

Procedure (continued)

6. Complete Writing Assignments--Group 7B, Sections A, B, C, and D, pages 115-116 in your textbook. The assignments in this group give you more practice in organizing facts about yourself in a pleasing and persuasive way. Also, this group emphasizes the use of the preliminary study made in Section A, Group 7A, page 113, and the fact that an applicant may successfully sell himself in spite of his not being able to meet all the stipulated job requirements.
NOTE: For Section A, your instructor may choose to give you another choice of a summer job. Ask your instructor whether you may use the following choice as your one letter to write for Section A. The summer job situation is:

City National Bank has an opening for a temporary clerical worker for June, July and August. Applicant must be in school in the business training field. Applicant must be at least 18 years of age.
7. Read Part 3 (Follow-Up Letters), pages 106-107 in your textbook.
8. Complete Writing Assignments--Group 7C and Group 7D, pages 117-120.
9. Remember to PROOFREAD carefully. Have all your work for this unit checked.
10. Ask Instructor for Unit Test 7.

Study Guide Questions. Complete the Study Guide Questions given below. Use a separate sheet of paper for your answers.

1. What two preparatory steps should you take before writing the job-application letter?
2. Name four specific points to help analyze your actual abilities. (Reference: Page 239 of EFFECTIVE COMMUNICATION IN BUSINESS.)
3. Give "A Six-Step Plan for Landing the Right Job." (Reference: Page 246 of EFFECTIVE COMMUNICATION IN BUSINESS.)
4. The application letter is designed for a specific purpose. What is that purpose?

Supplementary References.

1. "Preparing To Write an Application," pages 233-238,
EFFECTIVE COMMUNICATION IN BUSINESS.

UNIT TEST 7

Part A - Directions: Answer the following questions on a separate sheet of paper. (4 points each)

1. How does a job-applicant find reasons to present to an employer so that the employer will hire him?
2. What is the main purpose of writing a job-application letter?
3. What is the suggested first step in preparing a job-application letter?
4. Name four other types of letters that are usually related to job-application letters?
5. Give the psychological pattern that should be used in writing your job-application letter.

Part B - Directions: Write a letter in response to one of the following newspaper advertisements. Assume that you have already prepared a data sheet. Use your local newspaper's name in the inside address, and type the letter in correct form. (Satisfactory letter, 30 points)

- (a) Dictaphone Operator--
Permanent position, 5-day week, with old-established firm, for experienced Dictaphone operator. Salary open. Give full particulars in application including age, education, experience and past earnings' record. Address letter to Box N-430 (your local paper).
- (b) Secretary Wanted--
Local firm wants secretary. Must be good typist and use posting machine. Give three (3) references and your experience. Write to Box K-1 % Local Newspaper. Give marital status, children, if any, and their ages.
- (c) Assistant Bookkeeper-Clerk Typist--
Experienced in payroll, payroll taxes, bank reconciliation, filing, etc. Some experience in restaurant business helpful. Hours 9 to 5. Five-day week. All holidays off, paid vacation, excellent working conditions. Write, giving full particulars of education, qualifications and references to: Box N-370, Local Newspaper.

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Before writing the job-application letter, you should make a self-evaluation and study the prospective employer.
2. Four specific points to help you analyze your actual abilities are: *
 - a. Outline the basic requirements of the position in which you are interested.
 - b. Show how your education fits these requirements.
 - c. Show how your experience fits these requirements.
 - d. Add personal qualifications and items of human interest.

*(EFFECTIVE COMMUNICATION IN BUSINESS, page 239)

3. A Six-Step Plan for Landing the Right Job is: **
 - a. Analyze yourself.
 - b. Determine what service you have to offer.
 - c. Make a list of prospective employers.
 - d. Prepare your material.
 - e. Never assume you are going to get a job because you need it.
 - f. Aim for the specific job.

** (EFFECTIVE COMMUNICATION IN BUSINESS, page 246)

4. The purpose of the job-application letter is to get the interview.

ANSWERS FOR TEST QUESTIONS

Part A (4 pts. each)

1. Self-evaluation and Prospect (employer) knowledge together with the ability to relate all facts to the specific job. (Combining this information skillfully into a concise data sheet, letter of application, and finally presenting this information in a job interview.) Students' answers will vary, but should include these basic facts.
2. To get an interview for the job.
3. Self-evaluation and the data sheet preparation.
4. Four other types of letters that are usually related to job applications are:
(1) Reminder; (2) Thank-you; (3) Acceptance; (4) Turn-down letters.
5. Psychological Pattern:
 - (1) Attract favorable attention.
 - (2) Arouse interest.
 - (3) Develop desire.
 - (4) Get favorable action.

Part B (30 pts.)

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 8

LETTERS THAT SELL

Purpose. To study sound principles and tested techniques that make the effective sales letter (turn a reader into a buyer) and to emphasize that merely applying the principles and techniques "per se" is likely to be ineffectual. To emphasize that the effective sales letter must be directed to the right prospect group, must be in keeping with the merchandise or service offered, and must have overtones of helpfulness and confidence.

Procedure. Complete the following reading and writing assignments.

1. Read Step 1 (Know the Product, the Prospect, and Sales Principles), pages 121-122 in your textbook and complete Grammar Review 8, pages 129-130. (Supplementary References: "Women Read Ads for Facts.")
2. Read Step 2 (Attract the Reader's Attention), pages 122-124, and complete Writing Readiness Practice--Group 8, pages 131-132 in your text. (Supplementary References: "Part 1--Attracting Favorable Attention"; "By Reason or by Emotion?")
3. Read Step 3 (Turn Attention into Interest), pages 124-125 in your text.
4. Complete Writing Assignments--Group 8A, pages 133 and 134, Sections A through C (omit Section D). Suggestions: For Section A, See Supplementary References, "Mailing List," for background information. For Section C these suggestions: (1) write the description for one person whom you can visualize, (2) write the description from the reader-use or enjoyment viewpoint, and (3) alliteration, parallel structure, and ellipsis may be used, but not overworked. Also, you are reminded that the use of picture-making nouns and verbs is more desirable than is the plentiful use of adjectives, and weak adjectives at that.
5. Read Step 4 (Turn Interest into Desire), page 125 in your textbook. (You are to omit the writing assignment for Section A of Group 8B, page 135. This problem may be assigned for extra credit.)

Procedure (continued)

6. Read Step 5 (Turn Desire into Immediate Action), pages 125-126. (You are to omit the writing assignment for Section B, pages 135-136. This exercise may be assigned for extra credit.) Supplementary References: "Put Teeth in Your Hurry-Up."
7. Study the letters on pages 127 and 128 as directed in your textbook on page 126.
8. Using the information given in Section D, page 134, write an appropriate sales letter to your charge account customers. Assume that you are the retailer. (A satisfactory letter counts for 25 points toward Group 8A.)
9. Ask instructor for Unit Test 8.

Study Guide Questions. Answer the following questions.

1. What are ten effective ways to get the reader's attention in the opening of a sales letter? (See Reference No. 2)
2. What are the basic principles for writing effective sales letters?
3. What is the primary aim of the sales letter?
4. In an effort to turn attention into interest, what is the most important subject to talk about when writing the sales letter?
5. What is an important factor that influences the style of a sales letter?

Supplementary References.

1. "Women Read Ads for Facts," WRITING FOR BUSINESS, pages 177-178.
2. "Part 1--Attracting Favorable Attention," EFFECTIVE COMMUNICATION IN BUSINESS, pages 356-360.
3. "By Reason or by Emotion?" WRITING FOR BUSINESS, pages 179-181.
4. "Mailing List," EFFECTIVE COMMUNICATION IN BUSINESS, pages 302-306 and page 243.
5. "Put Teeth in Your Hurry-Up," WRITING FOR BUSINESS, pages 94-95.

UNIT TEST 8

Part A - Directions: Answer the following questions (4 points each)

1. The attention-getter of a sales letter may be presented in conventional paragraph form. Give two examples of an "attention-getter" in other than conventional paragraph form.
2. Name the principles for writing effective sales letters that are similar to the principles for writing effective job-application letters.
3. What is the test of a good sales letter?
4. How can the reader be prompted to immediate action in the close of the sales letter?
5. What is a key factor in maintaining continued interest in the sales letter?

Part B - Directions: Assume that you are a member of the correspondence department of the Hometown Department Store. Your job is to prepare TWO PARAGRAPHS to be used for promotion purposes in a form letter. You may assume that the department store offers the usual services of large stores including credit and delivery, and that the store carries in stock the wide variety of merchandise usually associated with such retail outlets.

In writing these two paragraphs, remember that the same paragraph may be used in no more than one message at a time. (Each satisfactory paragraph counts for 15 points)

ANSWER SHEET

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Three effective ways to get the reader's attention are:
(8 given)

Begin with a vivid question (NOT "Do you know that?"); a reference to current events; a direct statement; a short anecdote; a brief "good word" or testimonial of a user; impressive statement of fact; a maxim or a familiar saying; a headline sentence;

(Note: The opening should be affirmative--not negative; it should stress YOU--not we; it should have a direct bearing on the subject to which the letter is devoted; must not be trite.)

2. The basic principles for writing effective sales letters are: (1) know the product, the prospect, and sales principles; (2) attract the reader's attention; (3) turn attention into interest; (4) turn interest into desire; (5) turn desire into immediate action.
3. Primary aim of a sales letter, of course, is to produce a sale.
4. Talk about the prospect and keep talking about him. Talk in terms of his wants, his needs, or his problems.
5. The style of the writing must be appropriate to the prospect group. The style for young people might be breezy, while the style of a letter to sell the same product to older people might be serious.

ANSWERS FOR TEST QUESTIONS

Part A (Satisfactory answer for each is 4 points.)

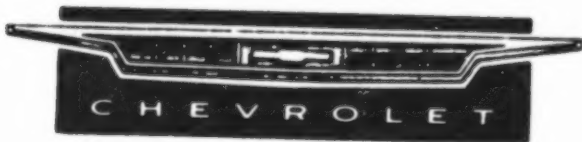
1. A headline, or by placing the "attention-getter" in block form where the inside address or the salutation would normally appear, or it might take some other unconventional form. (See the attached letters for illustrated forms--the "stitch in time" may appear somewhat trite.)
2. The basic principles are essentially the same. The answer could list all the sales principles given for answer of Study Guide Question number 2. The student might qualify his answer by saying that there is a "slight difference in the action-closing request, for the application letter's purpose is to get the job-interview--not necessarily the job." The desired action of the sales letter is a sale.

ANSWERS FOR TEST QUESTIONS (continued)

3. To produce a sale.
4. A thoughtfully worded, outright request is an inducement to immediate action. In addition it may give the reader a reason for prompt action. Easy-action devices--a reply card, an order blank, an addressed postage-paid envelope--further stimulate the decision to "do it now." In other words the reader is psychologically motivated to immediate action through (1) specific directions, (2) reasons, and (3) help.
5. Same as answer to Study Guide Question 4.

Part B (Two Paragraphs) Satisfactory answer for each is worth 15 points.

Suggestions: The paragraphs should embody the principles of effective writing; that is, they should meet the tests of an effective letter. The paragraphs should be specifically related to the department store, yet somewhat general in nature so that they may be used for more than one letter writing situation.



W. B. DONALD CHEVROLET COMPANY

819 NORTH MAIN PHONE 824-4712
JENNINGS, LA.



A Stitch In Time Saves Nine

I am sure that you still remember this old adage, and would like to suggest that now is an excellent time to "take a stitch" which will pay you many times over in the future.

It has been just a little over one year since you purchased your new car from us. Some day in the future you are going to think about trading your car for a new model, and we believe we can be of help to you in the meantime to make sure you receive the highest possible value when this time comes.

Careful maintenance and service by our factory trained personnel can make the difference of several hundred dollars in the price you pay for a new car. Use of the gift service certificate sent to you recently is a step in this direction.

I frequently find that my customers have excellent suggestions which help us to serve them better. We appreciate these ideas and the interest people like yourself have shown to help make our dealership outstanding in the community.

Will you be good enough to fill out the enclosed card and drop it into the mail to me today?

Very truly yours,

W. B. Donald

W. B. Donald

gs1

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& World Report**

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U.S. News & World Report
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Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 9

LETTERS THAT PRESENT CLAIMS AND HANDLE ADJUSTMENTS

Purpose. To study the requisites of letters that present claims and handle adjustments so that understanding, agreement, and the desired action may become a reality. To stress again the necessity for using the psychological approaches.

Procedure. Complete the following reading and writing exercises.

1. Read Part 1 (Letters That Present Claims), pages 137-139 in your text.
2. Complete Grammar Review 9, pages 143-144 in your textbook.
3. Complete Writing Assignments--Group 9A, pages 147-148.
Reminder: (1) The purpose of all claim letters is to bring about a desired result, not to create ill feeling, and (2) the direct-pattern approach should be used for ordinary claims situations.
Suggestions: In Letters 1, 2, and 3 the use of persuasion (other than that created by everyday courtesy and a specific, clear explanation) implies questioning the recipient's integrity and fairmindedness. The assumption should be that as soon as the recipient knows about the error, he will be glad to correct it--thus, use the direct-pattern approach. As Letter 4 represents the kind of situation that makes many people rave and threaten, a calm, courteous, yet firm, persuasive message is more likely to induce favorable action.
4. Read Part 2 (Letters That Handle Adjustments), pages 139-142. (Supplementary References: "The Prize Way NOT to Adjust.")
5. Complete the Writing Readiness Practice--Group 9, pages 145-146.
6. Complete two of the situations for Section A of Writing Assignments--Group 9B, pages 149 and 150 in your textbook. Choose either 1 and 3 or 1 and 4. Reminder: Every Adjustment letter has a twofold purpose: (1) to tell the customer the decision concerning his request and (2) to maintain his goodwill, whether the decision is favorable or unfavorable.
Suggestions: Since Letters 1 and 2 are good-news messages, a pleasing tone is of almost as much importance as the good news. In the persuasive Letters 3 and 4, you must produce a sound of I-have-time-to-talk-with-you about your request.

Procedure (continued)

7. Complete one of the letters for Section B of Group 9B, page 150 in your textbook. A satisfactory letter counts 50 points for Section B. Reminder: (1) Some businesses solicit claims for goodwill-building purposes, (2) goodwill (or business-promotion) messages are valuable, and (3) follow-up messages may vary in content and form. Suggestions: Although either situation might solicit possible negative information, the content and tone should be positive.
8. Proofread all assignments and have them checked and graded.
9. Ask instructor for Unit Test 9.

Study Guide Questions. Answer the following.

1. Give the two requisites to remember before writing a claim letter.
2. In writing a claim letter, what is the quickest and best way to get on a basis of friendly understanding?
3. What is the psychological implication when an adjustment letter is called a "letter of inquiry" or "claim letter" rather than a "letter of complaint"?
4. What letter pattern should be followed for the adjustment letter? Why should this pattern be followed?
5. In writing the adjustment letter, what should you do to keep the customer feeling that he is being treated fairly and understandingly?
6. When the adjustment letter presents an altogether negative decision, what three steps (and in what order) should the letter follow?

Supplementary References.

1. "The Prize Way NOT to Adjust," EFFECTIVE COMMUNICATION IN BUSINESS, page 396.

UNIT TEST 9

Part A - Directions: Answer the following questions. (4 points each)

1. To write an effective claim letter, you should remember two requisites. What are they?
2. Describe the pattern you should use to write an altogether negative adjustment letter.

Part B - Directions: Revise the following sentences according to the techniques and principles that have been presented. (4 pts. each)

1. I have my order, but it is not as I requested. Such an error as sending a size 18 when I asked for a size 10 dress is inexcusable. Send me my size 10 in a hurry, please.
2. Can't you people see? Didn't you read my letter? I wanted a dozen gladiola bulbs, not tulip bulbs.
3. Can I trust you to send me this material for January 10? If you can't I'll order from someone else. Please let me hear from you today.

Part C - Directions: Examine the body of the letter given below from a large mail order store. Use the letter to answer the questions that follow the letter. NOTE: all errors in the letter are intentional.

We acknowledge receipt of your note concerning our assessment of service charges.

We were in error in assessing the six cents service charge and were in error again by not canceling it. Your account was paid out, and we have a balance on your account now of \$3.47 which is the exact price of your purchase. We are sorry that this happened, and we are now taking preventive measures in order to eliminate this matter.

Enclosed is your charge plate. We hope this does not keep you from using the convenience of our fine store as well as our catalog Department. We regret that because we have made an error, you feel that will not correct them to your satisfaction.

If you have any further problems, please feel free to call or write us about them.

QUESTIONS TO ANSWER: (6 points each for a total of 30 points)

1. What is the store's most important concern in handling this adjustment?
2. What is the basic fault of this letter?

UNIT TEST 9 (continued)

3. Give an example of how you would improve the beginning of this letter.
4. Assume that the body of the letter was neatly placed on the page, the paragraphs were spaced properly, and the inside address was correct, indicate any other errors that appear in the letter.
5. Using the information in the third paragraph, give an example of how you would improve the resale talk.

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Two requisites to remember before writing a claim letter are (1) to consider, not your hurt, but your desire (the action you desire to satisfy your claim), and (2) think of the other person. (page 139)
2. The quickest and best way to get on a basis of friendly understanding when writing a "claim letter" is to ask a question properly. When the writer questions properly, he gets attention, for the other person can hardly answer the question without thinking.
3. The psychological implication when an adjustment letter is called other than a "letter of complaint" is that a positive tone is presented. A "letter of complaint" is negative, and the tone of all business letters should be positive. (page 137)
4. The direct ask-explain letter pattern should be used since the assumption is that the recipient will gladly make amends as soon as he learns about the claim. The writer's job should be to explain the claim situation clearly, calmly, and objectively, and to ask courteously for the desired action. (page 139)
5. Whatever the adjustment decision, the letter should have sentences that tend to pacify, well-chosen words to soothe, and the solicitous phrase to appeal for confidence. (page 142)
6. For an altogether negative decision in the adjustment letter, use (1) a neutral opening, (2) a justification for the negative news before making known the decision, and (3) a goodwill-building or "future needs" close. (page 142)

ANSWERS FOR TEST QUESTIONS

Part A (4 pts. each)

1. Answer is same as Study Guide Answer 1.
2. Answer is same as Study Guide Answer 2.

Part B (4 pts. each)

1. Please send me a size 10 dress instead of this size 18.
2. I ordered a dozen gladiola bulbs, but you sent tulip bulbs. Please make the correction.

ANSWER SHEET

ANSWERS FOR TEST QUESTIONS (continued)

3. I would appreciate receiving my order by January 10. Please let me know whether you will be able to make delivery by that date.

Part C (6 points each for a total of 30 points)

1. Regain the customer's goodwill and retain his account.
2. Dwells on the error--not in step with the customer. Has "we" attitude.
3. "Get in step with the customer" by agreeing with the customer; for example, "You are correct in telling us about the erroneous six cents service charge. It has been canceled." Tell the customer the best news immediately.

4. Errors that appear in the letter:

Strikeovers present; omission of the subject "we" in last sentence of the third paragraph; incorrect reference of pronoun "them" for the singular "error."

5. OMIT THE NEGATIVE expression--"hope this does not keep"--substitute positive expression similar to "we would appreciate your giving us another opportunity to be of service to you."

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 10

LETTERS THAT INVOLVE CREDIT AND COLLECTIONS

Purpose. The purpose of this unit is to study letters that involve credit and collections and to stress the part that written communications play in the credit system. Also, to emphasize the collection procedure and the delicate human relations factors inherent in this procedure pointing out that (1) the use of business-promotion messages in the credit field and (2) the solicitation of claims are part of the correspondent's job. The final aims of collection letters--to get the money and to keep the customer--are also stressed in this unit.

Procedure. Complete the following reading and writing exercises.

1. Read Part 1 (Credit Letters), pages 151-155 in your textbook. (Supplementary References: "Please Remit," "Wanted, A Salesman Behind the Credit Window," "We're Not Afraid To Say Thank You," and "Credit Multiplies Business Volume.")

2. Complete Grammar Review 10, pages 159 and 160 in your textbook.

3. Complete Writing Assignments--Group 10A, page 163 in your textbook.

Reminders: Letters granting credit can do much to stimulate purchases and to establish a satisfactory credit relationship. Letters refusing credit should make every effort to maintain goodwill, because not only is the turned-down applicant's cash as good as anyone else's, but also because he is free to talk against the business.

4. Read Part 2 (Collection Letters), pages 155-157 in your textbook. (Supplementary References: "Time Intervals"; "The Modern Trend in Collections.")

5. Complete Writing Readiness Practice--Group 10, pages 161 and 162.

6. Complete Writing Assignments--Group 10B, page 163.

Reminders: The twofold objective is to collect the money and to maintain customer goodwill; a courteous, understanding, even sympathetic tone is compatible with a firm tone. (Supplementary References: "Printed Forms, Stickers, and Statements for the Early Stages.")

Procedure (continued)

7. Read Part 3 (Maintaining and Restoring Credit Accounts), page 158. (Supplementary References: "Helping Customers to Protect...")
8. Complete Writing Assignment--Group 10C, page 163 in your textbook.
9. Ask instructor for Unit Test 10.

Study Guide Questions. Answer the Study Guide Questions given below.

1. What are goodwill builders which help the tone of collection letters?
2. What are the primary purposes of each collection letter?
3. What primary motives usually prompt a debtor to pay?
4. What are the five steps in the complete collection procedure?
5. In "letters granting credit" how may the customer be encouraged to use his charge account?
6. In what step of the collection procedure would more than one mailing be used?

Supplementary References.

1. "Please Remit," WRITING FOR BUSINESS, pages 277-285.
2. "Wanted, A Salesman Behind the Credit Window," WRITING FOR BUSINESS, pages 289-291.
3. "We're Not Afraid to Say Thank You," WRITING FOR BUSINESS, pages 292-294.
4. "Credit Multiplies Business Volume," EFFECTIVE COMMUNICATION IN BUSINESS, pages 424 and 425.
5. "Time Intervals," EFFECTIVE COMMUNICATION IN BUSINESS, page 446.
6. "The Modern Trend in Collections," WRITING FOR BUSINESS, pages 295-297.

Supplementary References (continued)

7. "Printed Forms, Stickers, and Statements..." EFFECTIVE COMMUNICATION IN BUSINESS, pages 469-470.
8. "Helping Customers to Protect Their Credit Privilege," EFFECTIVE COMMUNICATION IN BUSINESS, pages 434-436.

UNIT TEST 10

Part A - Directions: Answer the following questions. (5 points each)

1. Since a collection letter must do more than "get the money," what is a vital factor that influences the effectiveness of the collection letter?
2. Name certain techniques that may be used in the letter that initiates a collection procedure.
3. To accomplish its purpose in the "inquiry" step of the collection procedure, a letter, if it does not "get the money," should at least succeed in doing what?
4. In what step or steps may the sales-material softener be used? In what step should it not be used?
5. Upon what factor, besides the actual content of the letter, does the success of the collection procedure depend?

Part B - Directions: Write an appropriate letter for the situation given below. (25 pts.)

Assume that you are a credit clerk for an oil and refining company. You have the task of collecting \$3 from a customer who said that he has already mailed in his check for the \$3 charge of two months ago. This customer usually makes prompt and complete payments every month. In fact, his check of \$15 accompanied his note stating that he had previously paid the \$3 by check. You and your associates have made a thorough search, and you found no payment.

ANSWER SHEET

ANSWERS FOR STUDY GUIDE QUESTIONS:

1. Goodwill builders that help the tone of collection letters are expressions of desire to be of service which shows consideration for the customer's purchase.
2. The purposes of each collection letter are to "get the money" and to keep the customer.
3. Three primary motives are: (1) inherent honesty, (2) pride in himself, and (3) his fear of the results of delinquency.
4. The five steps in the complete collection procedure:

(1) The reminder	(3) The firm request	(5) The notice of
(2) The inquiry	(4) The demand	final action
5. By the use of friendly, helpful instructions concerning merchandise, services, and facilities; mention some special sale on specific goods; or through any other means to make the customer feel "at home" in the store.
6. In the "inquiry" step more than one mailing may be used--depends on the customer's previous payment record to a large extent.

ANSWERS FOR TEST QUESTIONS

Part A (5 pts. each)

1. The TONE--goodwill building possibilities--expressions to indicate that the company desires to be of service.
2. Send a duplicate statement of account with a "memory jog." Use a colored sticker bearing a brief message such as, "Please," etc. A brief message may be printed in an attention-getting color on the duplicate statement.
3. The "inquiry" step should at least get a reply if it does not get money.
4. The sales-material "softener" may be used in the inquiry step. It should not be used in the firm request, the demand, nor the notice of final action.
5. TIMING of the steps in the collection procedure. The debtor risk involved predicates timing of the steps.

Part B (25 pts.)

(Suggested solution for the letter writing situation for this part is given on the following page (page 26c))

ANSWERS FOR TEST QUESTIONS

Part B

The body of the letter could be similar to the following.

Though we have made a careful search, unfortunately no record can be found of your payment for \$3.00.

We are sorry to trouble you further; but it would be a great help in locating your check if you could give us the date of Humble's endorsement, which appears on the reverse side of your check.

If our endorsement is not clear, would you please send us the check itself in the enclosed envelope--by certified mail if you wish. We will return it promptly in the same way.

Of course, it is possible that your check was lost in the mail. So if it has not been honored by your bank yet, we suggest you issue a "stop payment" order and send us a new one.

As we are anxious to credit your account properly, may we hear from you soon.

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 11

LETTERS THAT BUILD REPORTS

Purpose. To study the use of the letter in building and completing business reports. To emphasize the important role letters play from the authorization to the final transmittal letter. To indicate the wide variety of reports and to provide practice in writing letters that launch the preparation of a report, transmittal letters, and simple reports.

Procedure. Complete the following reading and writing exercises.*

1. Read Part 1 (Authorization Messages), pages 165 and 166 in your text.
2. Complete Grammar Review 11, pages 171 and 172 in your textbook.
3. Complete only number 1 of Section A of Writing Assignments--Group 11A, page 175. This one statement counts for all 50 points of Section A.
4. Read Part 2 (Data-Gathering Messages), pages 166-168 in your textbook.
5. Complete Writing Readiness Practice--Group 11, pages 173 and 174 and Section B of Writing Assignments--Group 11A, page 175. Do only number 1 of Section B, which will count for the total 50 points of this section.
6. Read Part 3 (Transmittal Messages), pages 169 and 170 in your textbook.
7. Complete Writing Assignments--Group 11B, pages 177 and 178 in your text.
8. Proofread all assignments carefully before handing in to be checked and graded.
9. Ask instructor for Unit Test 11.

* The articles listed under Supplementary References may be read at any time during this unit.

Study Guide Questions. Answer the following Study Guide Questions.

1. Preparation of authorization messages relies on one underlying principle that can make any letter a success or a failure. What is this principle?
2. The sender of an authorization should give the general purpose of his message and then discuss five points. What are these 5 points?
3. The five "W's" given on page 166 in your textbook should remind you of the "why," "what," and the "how" discussed on page 1 of your text. Explain how these are similar.

Supplementary References.

1. "How To Simplify a Problem," WRITING FOR BUSINESS, pages 326-331.
2. "Make a Map to Guide Your Writing," WRITING FOR BUSINESS, pages 336-341.
3. "Write Your Report the Way Management Wants It," WRITING FOR BUSINESS, pages 355-360.
4. "Your Writing Can Get Action," WRITING FOR BUSINESS, pages 363-369.
5. "Information Sources: How To Find the Information You Need," EFFECTIVE COMMUNICATION IN BUSINESS, pages 633-636.

UNIT TEST 11

Part A - Directions: Rewrite the following paragraphs. (5 points each)

1. Enclosed herewith is a check for \$8 for which please send me by return mail or at the earliest possible date, another Volume VI, Life's Lessons, Third Edition, like the one I purchased on the 17th ult., rather than Volume IX, which you described in your letter at hand.
2. The reason for the delay was due to the writer wishing to give you something in the way of help to eliminate further trouble of this kind, as we are sure that perfect operation can be obtained from the Dependable stove if the oven is properly adjusted to raise a temperature in the oven for the food that is to be cooked, and also placed on the proper rack according to what type of cooking is done.
3. May I ask you if you please will excuse me for being unavoidably late with this payment because as it happened I had to pay a bill for my father-in-law which fell due last week and which he, being ill, was unable to pay.

Part B - Directions: Rewrite the following letters so that each meets the tests for effective letters.*

1. The Advertising Club cordially invites you to be the principal speaker at its annual banquet next month. Many of our members have heard you speak and are already anticipating your coming; we do hope you will be able to accept our invitation. (10 points)
2. Dear Sir: Thank you for your favor at hand and be sure that we so greatly esteem your patronage that we shall strive to do everything in our power to give you the service you are entitled to.
But if our goods have not arrived, it is certainly no fault of ours. We want you to believe that we shipped them promptly and hold in our possession the carrier's receipt for same.
You know that goods are often lost by the carriers even though we take the greatest care in packing and marking them.
We feel, therefore, that you must not blame us for not having sent them or for your not getting them. When we say a thing is shipped, it can be depended upon that we shipped it.

* The letters should be typewritten if a typewriter is available.

Part B (continued)

Yet in your letter you state that you did not receive the goods and we assume they have not come to hand as of this date; so we are preparing a duplicate order for immediate shipment if we do not hear from you that the goods have arrived. (25 points)

ANSWERS FOR STUDY GUIDE QUESTIONS

1. Using the proper tone for the message.
2. The five points are:
 - (1) The specific request (proposal, inquiry, or other).
 - (2) The reason for the authorization--the value of the proposed work.
 - (3) What the receiver needs to do to carry out the authorization so that he can give an intelligent and pertinent answer.
 - (4) What type and scope of answer is desired.
 - (5) The date or deadline for the answer, if necessary.
3. An authorization message, to achieve its purpose, should be well planned. Using the "5 w's" (what, who, where, when, why) are basic aids toward effective writing. In principle, on page 1 in your textbook, the "why," the "what," and the "how" are similar aids toward effective letter writing. The writer must know the purpose of his message (why), he must know the content (what), and he must know the correct presentation (how).

ANSWERS FOR TEST QUESTIONS

Part A (5 pts. each)

1. Please send immediately a duplicate copy of Volume VI, Life's Lessons, Third Edition. I enclose my check for \$8.
2. Tests, which your letter prompted, again show that best results in using the oven of the Dependable stove are achieved when (1) the temperature control is set at the proper degree for the food to be cooked and (2) the food is placed on the proper rack.
3. Will you please excuse me for being a little late in paying you.

Part B

1. Suggestions: This letter lacks completeness. Student's revision should answer such questions as "What date next month?" "What hour?" "Where?" "What subject will be appropriate?" "What honorarium, if any?" "Who pays the traveling expense?" "Is the affair a business or a social occasion?" "Will women be present?" (page 18 of textbook) (10 pts.)

ANSWER SHEET

ANSWERS FOR TEST QUESTIONS (continued)

2. Dear Mr. Smith: If your goods ordered on the 8th and shipped on the 10th have not reached you by this time, please telephone or telegraph us collect. We will make duplicate shipment immediately by Railway Express. (Start new paragraph) Thank you for notifying us, for we want to give you prompt and efficient service so that you may know we appreciate the cordial relations we have so long enjoyed. (Page 26 of textbook) (25 pts.)

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 12

SPECIAL FORMS OF COMMUNICATION

Purpose. To study other important forms of business communication, which are used for a variety of specific purposes. Four of these forms are: (1) interoffice memorandums, (2) reports, (3) minutes of meetings, and (4) telegrams.

Procedure. Complete the following reading and writing exercises.

1. Read Part 1 (Interoffice Memorandums), pages 179-180 and complete Grammar Review 12, pages 187-188, and Writing Assignments--Group 12A, page 191 in your textbook.
2. Read Part 2 (Internal Reports), pages 181-182 and complete Writing Assignments--Group 12B, page 191 in your textbook.
3. Read Part 3 (Minutes of Meetings), pages 182-185 and complete Writing Readiness Practice--Group 12, pages 189-190, and Section A of Writing Assignments--Group 12C, page 193 in your textbook.
4. Read Part 4 (Telegrams), page 186 and complete Section B of Writing Assignments, Group 12C, page 194.

NOTE: No Unit Test will be given for this unit. The grade for the entire unit will be the average of the total points (400 possible divided by 4) scored on pages 189-194 in your textbook.

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 13

DICTATING BUSINESS LETTERS

Purpose. To further emphasize the importance of planning in writing effective letters and to help you polish your letter-writing skills before the final test (Unit 14). To utilize all the principles and techniques of effective letter writing in this unit even though it pertains to the dictation of letters.

Procedure. Complete the following reading, writing, and dictating exercises.

1. Read Part 1 (Planning for Dictation), pages 195-196 in your text.
2. Complete Grammar Review 13, pages 197 and 198 in your textbook.
3. Complete Dictation Readiness Practice, pages 199 and 200 in your text.
4. Read Part 2 (Effective Dictation Procedures), page 196 in your text.
5. Complete Dictation Assignments--Group 13, pages 201 and 202.* (Your total possible score for Section A, two of the four messages, is 50 points. The total for Section B, page 202, is 50 points.)
NOTE: If dictation of these letters is not possible, follow step 6 below. Step 6 requests you to type a copy of each letter.
6. After dictating the four letters for Group 13, prepare a typewritten copy of each letter. Assume whatever information is necessary to make the complete presentation of the letter; i.e., address, salutation, etc.
7. The typewritten copies of the letters for Group 13 will count for the total grade for Unit 13. No test for Unit 13.

* All work for Unit 13 should be done in the classroom. The student should use this material to review all basic principles of effective letter writing. If necessary, he should review earlier units (especially units 2 and 3) to prepare wisely for Unit 14, the final test.

Louisiana State Trade And Vocational - Technical Schools

Business Letter Writing

UNIT 14

(Final Test)

LETTER-WRITING PROJECTS

Purpose. To provide letter-writing projects for the final evaluation of your ability to use the fundamental principles of effective written communications.

Procedure. According to the directions in your textbook complete the material for five messages of any one project. Each message should be typed neatly. Each satisfactory message will count 20 points.

SUPPLEMENTARY SHEET NO. 1

LETTER STYLES AND THEIR NAMES

If you are using GREGG TYPEWRITING FOR COLLEGES (First or Second Edition), the names given to letter styles in your typewriting textbook are different from those names given in your textbook for letter writing, PRACTICAL BUSINESS CORRESPONDENCE FOR COLLEGES. The points below correlate the letter styles given on pages 2 through 4 in your textbook with your typewriting textbook.

1. The Modified Block Letter Style illustrated on page 2 of your textbook is identical to the Blocked Letter Style shown on pages 50 and 58 respectively in the First and Second Editions of GREGG TYPEWRITING FOR COLLEGES.

2. The Modified Block Style with Indented Paragraphs, page 3 of your textbook, is identical to the Semiblock Letter Style on page 86 and 131 respectively in the First and Second Editions of GREGG TYPEWRITING FOR COLLEGES.

3. The Block Style illustrated on page 3 of your textbook is identical to the Full-Blocked Letter Style, pages 154 and 166 respectively, in the First and Second Editions of GREGG TYPEWRITING FOR COLLEGES.

4. The AMS Simplified Letter Style on page 4 of your textbook is identical to the NOMA Simplified Letter, pages 157 and 166 respectively, in the First and Second Editions of GREGG TYPEWRITING FOR COLLEGES.

NOTE: In completing all writing assignments in your textbook which pertain to using a particular letter style, follow the directions in your textbook and use the letter style that is indicated. This means that you will have to use your initiative and refer to pages 2 through 4 to check the correct arrangement for each style.

SUPPLEMENTARY SHEET NO. 2

GRADING CHART*

Percent Unit	25% Writing Readiness	25% Writing Assignment	50% Unit Test	Total Unit Grade	Total Score
1					100%
2					90%
3					80%
4					70%
5					60%
6					50%
7					40%
8					
9					
10					
11					
12					
13					
14					

(Final Test Project)

PROGRESS CHART
(Unit Grade Totals)

UNITS

UNITS 1 2 3 4 5 6 7 8 9 10 11 12 13 14

(Mark a dot in the appropriate place to indicate Total Unit Grade for each.)

*NOTE: Use the Conversion Table below to determine the Percent score to be placed on your Grading Chart.

For some exercises there will be more than a 100-point total. Groups that have A and B parts (or more) Get the average, then refer to the Conversion Table for the Percent score.

CONVERSION TABLE
(Writing Readiness and Writing Assignments)*

If Your Total Score (or Avg.) is 100 99- 96 95- 92 88 87- 84 83- 80 79- 76 75- 72 71- 68 67- 64 63- 60 59- 56 55- 52 51- 48 47- 44 43- 40

MARK this Percent Score on Grading Chart 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10

*(Note: All Unit Tests will have a 50-point total.)

DIRECT APPROACH

for

Good News
and

"Unexpected" and Easy-to Grant Asking Letters

OPENING:	Good news	or	Inquiry or request
MIDDLE:	Necessary explanation or development of good news and/or service-plus help		Necessary explanation and specific details or questions which will help the reader to give a specific answer.
CLOSING:	Appropriate words to round out each particular situation		Expression of appreciation tied in with desired action

INDIRECT APPROACH

for

Negative News

OPENING:	Pleasing, relevant idea
MIDDLE:	(Watch transition linking opening and middle.) Explanation or review of circumstances which brought about the negative news--the why. Statement of negative information as the logical outcome of preceding words if the negative cannot be clearly implied through positive explanation (do, can do, will do, as opposed to don't, can't, won't)
CLOSING:	Pleasant, appropriate words to take away the bitter taste of the negative pill

PERSUASIVE (OR SELLING) APPROACH

for

"Unexpected" or Out-of-the-Ordinary Asking Letters

OPENING:	Attention:	A relevant idea that will "stop" the reader and cause him to keep reading
MIDDLE:	Interest Desire Conviction)	(Watch transition linking opening and middle)) Development of opening idea through explanation and description which leads to outright request wherever it fits in logically and naturally. When asked to do something unexpected or out of the ordinary, people want answers to some or all of these questions: Who? What? Where? When? Why? How? How much?

PERSUASIVE (OR SELLING) APPROACH (continued)

CLOSING: Action: Specific, courteous request for desired response

SOLUTION FOR WRITING ASSIGNMENTS--Group 1, page 15

Letter A (Letterhead depth, 2 inches; letter style, block; punctuation, open; line length, 50 spaces; blank lines between the date and the letter address, 8)

November 3, 1966

Mrs. C. D. Owens
164 Forest Avenue
Scranton, Pennsylvania 18506

Dear Mrs. Owens

As you know, the design of the ring you ordered last week is indeed a distinctive one. Thank you for relying on us to supply your unusual jewelry.

We shall deliver the ring to you just as soon as we receive it from the noted craftsmen in Switzerland from whom we import many of our rings. We believe you will agree that the fine workmanship, hand wrought, is well worth waiting for. Usually we receive our shipments no later than a month after we place an order, and sometimes in much less time.

We share your anticipation of your "different" ring, for we are sure that you will be pleased with it.

Sincerely yours

ADAMS & NORTH

Charles A. Thompson
Sales Manager

na

SOLUTION FOR WRITING ASSIGNMENTS--GROUP 1, page 15

Letter B (Letterhead depth, 1½ inches; letter style, modified block with indented paragraphs; punctuation, mixed; line length, 50 spaces; blank lines between the date and the letter address, 9)

June 1, 19--

Mr. Jim Anderson
407 Speight Avenue
Clifton, Texas 76634

Dear Mr. Anderson:

We will welcome you to our Titcher-Goettinger family as soon after your graduation as you can arrange to come.

Please fill in the front side of the enclosed formal application form, and return it to us with a letter telling us when we may expect you.

It was certainly a pleasure for me to visit your campus and to talk with you. Congratulations on your fine record at a fine school.

Cordially yours,

William R. Hoff
Personnel Director

na

Enclosure

SOLUTION FOR WRITING ASSIGNMENT--GROUP 1, page 16

Letter D (Letterhead depth, 2 inches; letter style, official; punctuation, mixed; line length, 50 spaces; blank lines between the date and the salutation, 8; blank lines between the complimentary close and the letter address, 6) Each paragraph should be indented. Reference initials may or may not be typed.

January 4, 19--

My dear Mr. Watson:

We certainly appreciate your sending us the article entitled "How Close Control over Business Expenditures Helps the Small Businessman to Increase His Profits." We have read the article and have found it to be extremely interesting as well as helpful. The article contains a number of suggestions that we shall adopt in the management of our business.

Within the past year we have been conscious of the growing need for tighter control over various problems found in our particular type of operation. An article such as the one you sent us is of real value.

Sincerely yours,

Mr. John Watson
2168 Myrtle Lane
Cincinnati, Ohio 45218

na

SOLUTION FOR WRITING ASSIGNMENT--GROUP 1, page 16

Letter E (Letterhead depth, 1½ inches; letter style, modified block with blocked paragraphs; punctuation, mixed; line length, 60 spaces; date and inside address omitted; salutation typed on line 21 from the top of the paper) NOTE: Since the date and the inside address are omitted from this letter--consider it a FORM letter.

Dear Gardener:

SUBJECT: Your Recent Order of Our Special Flower Offer

Your receiving this catalog means that your plants are being readied for shipment and will soon be on their way to you. Thank you for accepting our special offer.

If your shipment seems to be taking extra time in arriving, please understand that it may be because your local weather authorities advised us that the danger of frost is not yet gone from your area. Or the extra time may be due to the heavy volume of orders every nurseryman must handle during the spring rush. But be assured that we are working round the clock to get your plants to you in plenty of time for spring planting.

NOTE: Should you need to write us for any reason about your order, please attach to your letter the address portion of the outer envelope of this catalog, the label with your name, address, and ZIP code number. So please place this portion of the outer envelope in a safe place.

And now take time to browse through this catalog. This newest garden collection has been created from the richest store of floral joys. Imagine the added beauty they can bring to your garden this spring and many happy gardening seasons to come.

Sincerely yours,

L. H. Guthrey, Manager
Order Department

na

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This textbook has several chapters that can serve as supplementary references for the basic textbook. The "Reference Division," pages 597-636, is particularly helpful for Unit I.

Gavin, Ruth and Lillian Hutchinson. Reference Manual for Stenographers and Typists, Third Edition. New York: Gregg Division, McGraw-Hill Book Company, Inc. 1961.

Reference is made to such vital topics as tips on typing, letter placement, letter mechanics, tabulation, grammar, punctuation, spelling aids, word division, and many others.

Gove, Philip B. (Editor-in-Chief) Webster's Seventh New Collegiate Dictionary, Seventh Edition. Springfield, Massachusetts: G & C Merriam Company, Publishers, 1965.

The section, "Forms of Addresses," pages 1173-1176, is a readily available reference for the student for salutations, etc.

Larson, Lena and A. Koebele. Reference Manual for Office Employees, Fourth Edition. Cincinnati: South-Western Publishing Company, 1959.

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Payne, Lucile Vaughan. The Lively Art of Writing. Chicago: Follett Publishing Company, 1965.

This book concentrates on how to write the essay, yet it has many chapters that are of unusual interest and aid to a student of business letter writing.

Robertson, Mary and Charles F. Walker. Practical Business Correspondence for Colleges, Third Edition. Cincinnati: South-Western Publishing Company, 1966

This is the basic textbook for the course.

Wilkinson, C. W., J. H. Menning, and C. R. Anderson. Writing for Business, Third Edition. Homewood, Illinois; Richard D. Irwin, Inc., 1960

This book has many lively articles written by experts in the field of written business communication.